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ABSTRACT

The monitoring guide is designed to insure that local education agencies (LEAs) are meeting the mandate to provide a free, appropriate public education for handicapped students; and to assist public agencies in complying with applicable statutes, rules, and regulations to maximize program effectiveness. An introductory section offers a policy statement and an overview on how to use the guide. The procedural manual consists of a detailed administrative checklist for the head monitor to employ in conducting an on-site review. Attachments (the fourth part of the first section) include guidelines and forms for such areas as selection of sample school sites and student files, selective monitoring, selection of parents and teachers for interviews and surveys, and staff evaluation of monitoring. A second section outlines monitoring procedures for the following: confidentiality of personally identifiable information, due process procedures, least restrictive environment, program options, physical education, child identification, evaluation, placement/review of placement, and individualized education programs (IEPs). A final section contains the schedules, and forms to facilitate recording and summarizing the findings of work performed. The schedules cover areas which include child identification, student file review, and IEP observation. (SW)

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MONITORING for EFFECTIVENESS of COMPLIANCE

MASTER GUIDE

Part B - EDUCATION OF THE HANDICAPPED ACT

September, 1982

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September, 1982

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POLICY STATEMENT

Authorization and Objectives

TITLE OF SYSTEM: Monitoring for Effectiveness of Compliance

The Education of the Handicapped Act requires, and state law authorizes, monitoring and evaluation activities to determine the effectiveness of programs in meeting the educational needs of handicapped children. The federal and state requirements support our belief that compliance with rules and regulations is interrelated with program effectiveness.

Therefore, this monitoring system is designed to determine whether a public agency is complying with applicable requirements. However, such compliance is evaluated in its benefit to the students.

The objectives of the monitoring system are:

1. To insure that public agencies are meeting the mandate to provide a free, appropriate public education for all handicapped students.

2. To assist the public agencies in complying with applicable statutes, rules, and regulations in such a way as to maximize program effectiveness.

Methods and procedures used to implement the monitoring system should be consistent but flexible enough to adapt to the varying needs of children, educational settings, and administrative realities. Notwithstanding other considerations, the system should focus on the student. Major elements to be included in the system are:

1. Review of administrative methods
2. Examination of documents
3. Observation of instructional program
4. Interviews of parents, teachers, and other personnel
5. Extensive involvement of the public agency throughout the process, including a voluntary self-review.

AN OVERVIEW

How to Use Monitoring Guide

This document is designed to be a comprehensive tool to guide the monitor from preplanning through completion of the followup. Most of the forms and schedules needed by the monitor are included herein. The guide has been reproduced in two formats: permanently bound and looseleaf. The bound copies are to be retained as reference sources for the monitors and consultants, and for distribution to outsiders. The looseleaf copies are intended to be taken apart, used by the monitors on the job, and eventually reassembled as part of the permanent working papers.

The major sections of the guide and their uses are described in the following paragraphs.

PROCEDURAL MANUAL (Section C of the Introduction)

This section is a detailed administrative checklist to be used primarily by the lead monitor to coordinate all phases of the assignment from start to finish. The checklist is generally in chronological order and gives the monitor an overall view of the monitoring cycle. Two types of items are included in the checklist:

1. Information items to complete the step by step picture of the monitoring process. It is not necessary to check these items and no blanks are provided. The steps described are generally performed only once a year.

2. Items which must be performed for each individual monitoring visit. Appropriate blanks are provided for the dates, initials, and check marks.

The completed manual pages should be filed in the working papers.

ATTACHMENTS (Section D of the Introduction)

This section includes various guidelines for making sample selections and forms to be used in the administration of the monitoring visit. Unlike the SCHEDULES described in a subsequent section, these forms are not used to record formal findings, but are generally information-gathering tools. For example, the Documentation List (Attachment 6) is designed to be sent to the LEA to assist them in gathering forms and other documentation prior to the field visit. After reviewing the documentation gathered, the monitor must still address the compliance issues and record the findings on the SCHEDULES (in this example, primarily Schedule A).

Any Attachment used, should be filed in the Administrative Section of the working papers.

MONITORING PROCEDURES

The actual steps to be followed by the monitor in determining compliance are listed in this section. These steps or procedures serve the following purposes:

1. To document all the compliance issues considered in checklist form. Blanks are provided on the righthand margin for monitor's initials and working-paper references. The format is designed to assist the lead monitor in easily checking to see that all steps are completed. Therefore, all blanks should be filled in with initials, references, or an indication of N/A (Not Applicable). Steps should be initialled only after the applicable work is completed, and the findings entered on the appropriate SCHEDULE. If the step is "N/A", a brief note should be added below the "Method" section giving the reason.

2. To specify the compliance requirement and the corresponding statutory or regulatory reference. The references used are:

   - 34CFR, Sec. 300. xxx. These are the current 94-142 regulations issued on August 23, 1977, and subsequently recodified substituting Section 300. for 121a.

   - ACRR R7-2-xxx - These are the Arizona State Board of Education's Administrative Rules and Regulations

   - ARS xx - xxxx - These are the Arizona Revised Statutes (State Law)

   - Attorney General Opinion #I - xx - xxx - The first two digits after I indicated the year of issue, and the next three - a sequential number assigned during that year.

   - Various court cases

3. To delineate the methods of reviewing and documenting the compliance issues. In most cases there are multiple methods given. The monitor should not consider these to be all inclusive as they are basically minimum requirements. The monitor should be alert for any other information which may relate to the compliance question. Such information may be obtained by casual observations, discussions with LEA staff, or by other means. Also, if the compliance question can not be answered conclusively after performing the work stated in the "Method" section, the monitor should consider using other procedures as deemed necessary.

   THE MONITOR SHOULD REMEMBER THAT THIS GUIDE IS A NECESSARY TOOL TO INCREASE THE EFFECTIVENESS AND EFFICIENCY OF THE MONITORING PROCESS. HOWEVER, IT SHOULD NOT AND CAN NOT BE REGARDED AS A SUBSTITUTE FOR PROFESSIONAL JUDGEMENT. AFTER PERFORMING THE "DETAILED" WORK , THE MONITOR SHOULD ALWAYS STAND BACK, AND CONSIDERING ALL THE INFORMATION AVAILABLE, EVALUATE EACH COMPLIANCE ISSUE AS IT RELATES TO THE TOTAL PROGRAM AND THE STUDENTS BEING SERVED.

This Procedures section is the heart of the guide and is important documentation of the ADE's fulfillment of its monitoring and evaluation responsibility. Therefore, it is important that all steps be completed (or determined to be not applicable).

SCHEDULES

The primary purpose of the SCHEDULES is to facilitate recording and summarizing the findings or results of the work performed. Although the SCHEDULES vary in format, their common feature is a "Findings" column which should be reserved for the actual compliance determinations. There are only four allowable marks to be made in these "Findings" columns which are specified in the Legend of Findings Codes at the end of the SCHEDULES section.

Appropriate spaces are provided elsewhere on the SCHEDULES to record dates, primary languages, etc. which are necessary to make the compliance determination. Also, the monitor is urged to use the "COMMENTS" sections and blank spaces to record any unusual circumstances, additional information, or other pertinent remarks. It is suggested that comments be referenced to the appropriate item on the schedule by a circled letter as this will not conflict with other tic marks or codes.

The SCHEDULES to be used for interviews may provide spaces for certain types of replies such as "Agree", "Disagree", etc. These formats are intended to facilitate the interview process and make the respondent feel comfortable (as opposed to using monitoring jargon). However, the monitor must evaluate the replies and convert them to compliance findings to be recorded in the "Findings" column.

OTHER TOOLS NEEDED BY THE MONITOR

Items needed by the monitor in addition to this guide are as follows:

1. Copies of relevant federal regulations and State Board Rules. Although pertinent paragraphs are quoted in the MONITORING PROCEDURES section of this guide, the entire text should be available for reference in the field. Many of the provisions are more correctly interpreted when reviewed in the overall context of the requirement.

2. Schedules of Monitoring Findings used to summarize and consolidate the findings. These schedules, referred to as the Summary of Monitoring Findings, serve multiple purposes:

   a. To communicate the preliminary findings to the LEA prior to or at the exit conference. The schedules should be completed in draft form and a copy left with the district before leaving the field.

   b. To serve as an attachment to the final report letter. The letter itself will be general in nature and addressed to the Superintendent. The "Summary of Monitoring Findings" as prepared in the field should be corrected and refined as necessary, typed, and enclosed with the report. The superintendent has the option

of reviewing the detail and passing it along to the Special Education Director for action.

c. To serve as a basis for the LEA Corrective Action Plan and followup to be done by the District Consultant.

The Summary includes two formats:

- Schedule I - COMPLIANCE WITH REQUIREMENTS
  This format contains all the findings related to the systems review and a summarization of the student file reviews.

- Schedule II - INDIVIDUAL STUDENT FILES
  This format provides LEA with specific census numbers to facilitate corrective action, and also assists the monitor in summarizing the individual student file findings. The detailed findings in this format, when summarized, should agree with corresponding figures on Schedule I.

Gathering these items and any other necessary supplies is the responsibility of the lead monitor.

SPECIAL EDUCATION

MONITORING

PROCEDURAL MANUAL

District: _____ Dates: _____

I. Activities prior to on-site review.

1.0 Monitor Coordinator schedules districts to be monitored.

1.1 List all districts to be monitored.

1.2 Determine number of person-hours required for on-site visit.

1.3 Determine number of travel hours required.

1.4 Determine team members and lead monitor for on-site visit.

1.5 Determine most appropriate time for on-site visit.

1.6 Print list of districts to be monitored with dates and monitoring team members and team leaders.

		Date Scheduled	Date Completed	Initial
2.0	Notify district of monitoring.			
2.1	Monitoring secretary sends general notice in August to all agencies scheduled for monitoring.			
2.2	Forty-five working days prior to the on-site visit the monitoring secretary sends detailed notice, Parent Survey forms, and monitoring schedules (Attachment 4).			
2.3	Lead monitor contacts district by phone 40 work days prior to monitoring to:			
2.3.1	establish agency representative;			
2.3.2	explain purpose of monitoring;			
2.3.3	clarify districts responsibility in preparing for the monitoring visit,			
a.	discuss and explain items on Documentation List (Attachment 6)			
b.	specify date on which items must be sent to ADE (6 weeks prior to on-site visit)			
c.	discuss exit conference: set tentative date and location; encourage attendance			
d.	gather background information from district (Attachment 5)			
e.	explain district is responsible for preparing student samples as indicated in the agenda			
2.3.4	explain Parent Survey; and			
2.3.5	indicate to district that an agenda will be developed based on all data collected and agenda will be sent to district one month prior to on-site visit.			

		Date Scheduled	Date Completed	Initial
3.0	Preparations prior to on-site visits.			
3.1	Forty work days prior to on-site visit monitoring secretary makes all necessary arrangements for accommodations.			
3.2	Thirty work days prior to on-site review monitoring secretary verifies that all items on Documentation List have been received.			
3.2.1	Monitoring secretary phones district to request items which have not been sent.			
3.2.2	Monitoring secretary will document, by a checkmark, any items received and will note any reasons why items are not sent.			
3.3	Twenty-five work days prior to on-site review monitoring secretary gives Monitoring Prep Packet to Lead Monitor.			
3.4	Twenty-five work days prior to on-site review Lead Monitor reviews all information contained in Monitoring Prep Packet and indicates findings on Schedule A.			
3.5	Twenty-three work days prior to on-site review Lead Monitor confers with District Consultant.			
3.6	Twenty-two work days prior to on-site review Lead Monitor prepares the agenda of monitoring activities.			
3.6.1	Determine specific school sites to visit (Attachment 1).			
3.6.2	Determine specific samples of student records to be examined (Attachment 2), call district representative to verify that students are currently enrolled.			
3.6.3	Determine tentative sample of parents and teachers to be interviewed on-site (Attachment 4).			
3.6.4	Determine specific monitoring assignments of team members.			

		Date Scheduled	Date Completed	Initial
3.6.5	Determine time and location of entrance and exit conference.			
3.6.6	Determine time and location of team meetings during on-site review to discuss proceedings, write findings, discuss exit conference presentations, and evaluate the monitoring.			
3.7	Determine which specific areas of monitoring will be checked and mark in Monitoring Handbook (Attachment 3).			
3.8	Twenty work days prior to on-site visit lead monitor sends memo to all team members which includes: background information, monitoring agenda, travel arrangements, and selective monitoring.			
3.9	Eighteen work days prior to on-site visit lead monitor gives final agenda and final notice and sample to monitoring secretary to mail to district/agency representative.			
3.10	Ten work days before on-site visit lead monitor phones district/agency representative to confirm agenda.			
3.10.1	Verify that students on samples are currently enrolled.			
3.10.2	If any students on samples are not currently enrolled, select a substitute.			
3.10.3	Request that a list be prepared for monitors matching census numbers with student names.			
3.10.4	Verify that workspace is available.			
3.11	Five work days prior to on-site visit monitoring secretary gives all monitoring supplies and information regarding travel arrangements to Lead Monitor.			
3.12	Three work days prior to on-site visit Lead Monitor checks all monitoring supplies.			
3.13	Three work days prior to on-site visit Lead Monitor contacts all Team Members to verify travel arrangements.			

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II. On-Site Monitoring Activities (For detailed instructions regarding on-site review activities, see Monitoring Handbook). Check

1.0 Hold meeting with monitoring team members during initial two hours of on-site visit. _____

1.1 Review agenda and monitoring assignments. _____

1.2 Review district policies, procedures, forms. _____

2.0 Hold entrance conference with agency representative and team members: Date _____ Initial _____ _____

2.1 Introductions. _____

2.2 Orientation to district; maps, locations of programs, restaurants. _____

2.3 Review monitoring agenda. _____

2.4 Complete Administrative Interview. _____

2.5 Gather any Documentation not previously sent to ADE. _____

2.6 Discuss exit conference purpose and procedures and encourage attendance. _____

3.0 Agenda of on-site activities (a copy of the agenda is included in the monitoring workpapers). _____

		Check
4.0	Preparation for exit conference: Date _____ Initial _____	_____
4.1	Lead monitor assigns exit conference presentations to each team member.	_____
4.2	Lead monitor contacts district representative the day prior to the exit conference to: confirm time, location, and persons attending; review major non-compliance areas (if requested); and review Summary Form for items which have been corrected during the on-site visit.	_____
4.3	After meeting with the district representative, the lead monitor discusses with the team members ways to tailor their particular presentations to meet the districts' needs.	_____
4.4	Each team member will prepare an exit conference presentation to include: general areas covered in this section of the findings, general strengths and weaknesses of the district in this area, summary of non-compliance items.	_____
4.5	Lead monitor prepares exit conference introductory comments.	_____
4.6	Lead monitor and team members rehearse presentation of findings.	_____

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		Check
5.0	Exit Conference: Date _____ Initial _____	_____
5.1	Lead monitor or designee thanks district for cooperation and assistance.	_____
5.2	Lead monitor or designee explains purpose of monitoring:	_____
5.2.1	To assist the public agencies in complying with applicable statutes, rules, and regulations in such a way as to maximize the program's effectiveness and its benefit to the students.	_____
5.2.2	To assist educational agencies in establishing self-monitoring and self-improvement processes.	_____
5.3	Lead monitor or designee presents district representative with "LEA Evaluation of Monitoring Activities" (Attachment 7).	_____
5.4	Lead monitor or designee presents a brief summary of monitoring activities accomplished.	_____
5.5	Lead monitor or designee explains the purpose and format of the exit conference.	_____
5.6	Lead monitor or designee explains "Summary of Preliminary Monitoring Findings" and presents a copy to district representative (copies are made for lead monitor and district consultant also).	_____
5.7	Lead monitor or designee informs district representative about monitoring report:	_____
5.7.1	Explain format and general content of the report.	_____
5.7.2	Report will include individual student census numbers where necessary for corrective action.	_____
5.7.3	Report will be issued in 6-8 weeks.	_____
5.8	Lead monitor or designee explains District's responsibility in submitting Action Plan to ADE within 30 days of receipt of report.	_____
5.9	Lead monitor or designee informs district representative that a follow-up visit will occur to determine completion of required corrective action and offer any needed technical assistance.	_____
5.10	Each team member presents monitoring findings as assigned.	_____
5.11	Team members respond to questions from district staff.	_____
5.12	Technical assistance may be offered during or after the exit conference if time permits.	_____

		Date Scheduled	Date Completed	Initial
6.0	Monitoring Process Review.	_____	_____	_____
6.1	Lead monitor will request a volunteer from among team members to coordinate discussion of items listed on the "Staff Evaluation of Monitoring" (Attachment 8).	_____	_____	_____
6.2	Team member coordinates discussion and writes responses.	_____	_____	_____
6.3	Lead Monitor submits completed Staff Evaluation to Monitoring Program Specialist.	_____	_____	_____
6.4	The Monitoring Coordinator will compile and summarize comments from all monitoring visits to date in January.			
6.5	The Monitoring Coordinator will present a summary of the compiled comments at the February staff meeting.			
6.6	During the February staff meeting all staff will discuss the summary and add any additional recommendations.			
6.7	In May the Monitoring Coordinator will compile and summarize comments from all monitoring visits, February through May.			
6.8	At the June staff meeting the Monitoring Coordinator will present a summary of the compiled comments.			
6.9	During the June staff meeting all staff will discuss the summary and add any additional comments.			
6.10	All staff recommendations regarding monitoring will be submitted to the Monitoring Revision Committee in June.			

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III. Activities Following the On-Site Visit.	Date Scheduled	Date Completed	Initial
1.0 Monitoring Report.			
1.1 Lead monitor reviews all findings, writes first draft of report, and gives to monitoring secretary.			
1.2 Monitoring secretary takes the first draft to the Communication Center for typing.			
1.3 Monitoring secretary logs in date the typed draft is returned and gives to monitor.			
1.4 Monitor reviews typed first draft and submits report draft, work papers, and attachments to Monitoring Program Specialist for review.			
1.5 Monitoring Program Specialist reviews report and work papers, notes items needing correction, and returns to originating monitor for any corrections.			
1.6 Monitor corrects items as required in report and/or work papers and returns to Monitoring Coordinator.			
1.7 Monitoring Program Specialist submits draft report and work papers to Federal Programs Coordinator for review.			
1.8 Monitoring secretary sends draft report to Communication Center for typing of final copy.			
1.9 Monitoring secretary logs in date final copy of report is returned and gives report to Monitor (if originating Monitor is not in office, report is given to another Monitor or Monitoring Program Specialist to review).			
1.10 Monitoring Program Specialist reviews final copy of report and submits to Federal Programs Coordinator.			
1.12 Report is signed by Federal Programs Coordinator and given to monitoring secretary.			
1.13 Monitoring secretary makes copies of final report for Consultant, Monitoring Program Specialist's file, follow-up report, and other district staff if necessary.			
1.14 Monitoring secretary sends original of final report to district.			

2.0 Follow-Up.	Date Scheduled	Date Completed	Initial
2.1 The final report and corrective action plan form is mailed to the LEA and regional consultant within 30 days of the on-site visit.			
2.2 The Consultant should review the Corrective Action Plan submitted prior to a follow-up visit to the district.			
2.3 District Consultant makes on-site visits as necessary within 60 days of the receipt of the corrective action plan.			
2.4 District Consultant submits completed follow-up report to Monitoring Coordinator.			
2.5 Monitoring Coordinator reviews and files completed follow-up report.			
2.6 Final compliance letter is sent to district.			

3.0 Monitoring Control Data.	Estimate	Actual
Draft Report Turnaround (II-5.0 to III-1.1).	5 days	
Report Turnaround (II-5.0 to III-1.14).	30 days	
Follow-Up Checklist Turnaround (III-1.14 to III-2.1).	5 days	
Total Report Turnaround (II-5.0 to III-2.1).	35 days	
Follow-Up Turnaround (III-2.1 to III-2.4)	95 days	
Final Compliance Letter (III-2.5 to III-2.6)	5 days	
TOTAL Turnaround (II-5.0 to III-2.6)	135 days	

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GUIDELINES FOR SELECTING SAMPLE SCHOOL SITES

During the 1982-83 school year, the focus of monitoring will be on the services delivered to the child. Thus, it makes sense that review of student records will occur at the school site rather than at the administrative office. Districts will be asked to have complete student Special Education records available at the school sites. Most of the student files reviewed will be of students attending the schools which are visited. A selection of the school sites to be visited will occur in advance of the monitoring visit. This is a significant responsibility of the lead monitor. The following are suggested guidelines for use in determining the total number of specific school sites to be visited.

1. If possible, select site with any special program or service.

2. If total number of schools in the district are:

1-6:	select at least one school site (Note: This a minimum requirement; for small districts, it will usually be desirable to select more than one site, depending on circumstances);
7-12:	select at least two school sites;
13-19:	select at least three school sites;
20-25:	select at least four school sites;
26-30:	select at least five school sites;
31-40:	select at least six school sites:
41-50:	select at least seven school sites;
50+ :	select at least eight school sites;

GUIDELINES FOR SELECTING SAMPLE STUDENT FILES

The lead monitor has primary responsibility in determining the total number and type (by handicap) of student records to be reviewed during a monitoring visit prior to developing an agenda.

Various student samples are required for different parts of the monitoring guide.

I. Systems Review - Schedule A

A. A sample of five students including the various handicapping conditions and representing the school sites visited should be made. It is suggested the sample be from the students selected for review on Schedule C. This could be done using the central files and by the same monitor who reviewed the sample forms.

B. Additional samples will be, if applicable, of students:

1. In a due process hearing situation,
2. Terminated from Special Education services by the LEA; or
3. Suspended or expelled students during the past year.

II. File Review - Schedule B

A. A sample of students with recently completed evaluations or reevaluations. Include a student with primary language other than English if available.

B. A sample of kindergarten and recently enrolled students without records.

III. File Review - Schedule C

A. Special Education census reports will be used to determine this sample prior to the on-site visit. School districts will be notified of the census number of each student whose file is to be reviewed. However, districts will be informed that additional files may be pulled if needed on-site. Lead monitors will:

1. Ensure that the total sample includes at least one student file for each handicapping condition reported on the census.

2. Ensure that the total sample includes student files from each school site visited. If possible, review the file of at least one student for each Special Education program at the school site. If this is not possible, select a representative sample from each of the different programs within the LEA.

B. The basic steps to be followed in determining the sample size are:

1. Review the appropriate census reports to determine the total number and types of handicapped students in the district (several different types of reports are generated based on census information sent to ADE).

2. Review the Arizona Educational Directory to determine the number of schools at the district to be monitored.

3. Consult with the district Special Education director regarding the location of Special Education programs and related services available within the district.

4. Review the complaint file at ADE, the narrative in the LEA completion report, and the Child Find complaint file to determine whether the monitoring scope should be expanded in any area.

5. Meet with ADE consultant assigned to the district to discuss complaints and background information.

6. Review Attachment #1 for the minimum number of school sites to visit.

C. The following hypothetical situation uses steps 1 through 6 above to give an example of how the sample of student records should be determined.

The district to be monitored has a total of 18 schools: 12 elementary schools, four junior high schools and two high schools.

Based on Attachment 1, at least three school sites will be visited. In this district two elementary schools, one junior high school, and one high school have special programs. Thus, these four sites should be visited. The chart below indicates the Special Education programs at each school and the number of files to be reviewed at each site.

School	Special Education Programs	Number of Files	Person Hours Required for Review
Elementary School #1	LD - R LD - R EH/LD - SC SPH - R	4	2
Elementary School #2	LD - R EMH/TMH - SC SPH - R	3	1½
Junior High School	EMH/TMH - SC LD - R LD/EH - SC LD - R SPH - R	5	2½
High School	LD - R LD - R EMH - R EMH/TMH - SC LD/EH - SC Special Education Work Experience	6	3

In addition, this district claims a PH student, MH student, and TMH student who attend private schools.

In checking the complaint file for this district, only one complaint will require follow-up during the monitoring by review of the student file.

In consultation with the ADE consultant and the district Special Education director, there are no additional cases which would require student file review.

Thus, a total of 22 files should be reviewed for this district.

IV. Vocational Work Experience - Schedule F

A sample of handicapped students currently participating in a work experience program.

V. At Least the following minimum hours should be set aside for file review at each school visited.

Type of School	No. of Special Programs	Total Person Hours for File Review
Elementary	4	2
Junior High	6	3
High School	8	4
Special School	10	5

SELECTIVE MONITORING GUIDELINES

A lead monitor may decide that some areas of a Special Education program will receive a desk review only, rather than an on-site review. This decision may be made prior to starting the visit but may also be made during the on-site review if time does not allow activities of low priority to be completed.

Background information reviewed prior to the start of the monitoring will assist the lead monitor in deciding whether any on-site monitoring activities can be eliminated. This background information includes:

1. The most recent follow-up report
2. Child Find desk information regarding requests or complaints
3. Complaints received by ADE
4. All items on the Documentation List sent by the agency to ADE
5. All Parent Survey Forms returned to ADE
6. Discussion with the ADE agency consultant

After review of all these items, the lead monitor will decide the areas which are in maximum compliance. Those areas will not require on-site monitoring and will be indicated in the monitoring guide by the lead monitor. All parts of the agency Special Education program will be monitored either by a desk review or on-site.

GUIDELINES FOR SELECTING PARENTS AND TEACHERS FOR INTERVIEWS AND SURVEYS

Parent survey forms (Schedule E) will be sent to the agency Special Education director 45 days prior to the monitoring. Student census numbers written on each survey form will indicate to the director which parent will receive the form. The student census numbers are taken from the "Report of Students Selected for Compliance Monitoring/Audit". Thus, the total number of census numbers on this report will determine the total number of Parent Surveys to be mailed.

Feedback from parents will be obtained from the mailed survey forms. Parents that have indicated they wish to be contacted will be interviewed by phone during the on-site visit. Parents may also be contacted to clarify any issues that may arise from the classroom observation.

The monitoring secretary is responsibe for preparing the Parent Survey forms; i.e., writing the census numbers and district name, and attaching a pre-addressed, envelope to each survey form.

Teachers will be interviewed during the on-site visit. At each school site visited during the monitoring, the teacher of one child per Special Education classroom should be interviewed. The IEP observation and inteview form should be used. (Schedule D)

BACKGROUND INFORMATION

To Be Gathered By Lead Monitor Via Phone From Special Education Director

District _____ Special Education Director _____
Date _____

1. Describe the Special Education and related services available in the district. Where are these services and programs located? _____

2. Describe the organizational structure of your district (i.e., degree of centralization; role of principals; directors). _____

3. Have there been any significant changes in policies, procedures, personnel or forms since the last monitoring? Describe. _____

4. What areas, programs, etc. would you like to have reviewed during the monitoring?

5. What is the special education pupil teacher ratio? _____

6. Language information
   a. Approximate percentage of special education students whose primary language is non-English. _____
   b. Approximate percentage of parents whose primary language is non-English.
   c. List languages other than English spoken by parents and students.

7. What are work hours for teachers? _____

8. What are work hours for other staff? _____

9. Directions to entrance conference location. _____

DOCUMENTATION LIST

The following items should be sent to _____, Arizona Department of Education, Special Education Section, _____, by _____. Refer to the notification letter for additional clarification.

District/Agency _____

A. POLICIES/PROCEDURES

*1.	The public agency's screening procedures.	_____
*2.	Confidentiality of records policy.	_____
*3.	The agency's policy of pupil-teacher ratio for special education.	_____
4.	The agency's graduation requirements for special education students.	_____
5.	District/Agency Special Education Policy/Procedural Manual.	_____
*6.	Agency suspension/expulsion policy and procedures.	_____
7.	District Organizational Chart.	_____
*8.	Due Process Procedures	_____

B. FORMS

1.	Screening forms.	_____
2.	Parental consent for evaluation form.	_____
3.	The form used to inform parents of their rights concerning evaluation.	_____
4.	The form used to inform parents of their rights concerning placement.	_____
5.	The notice to parents prior to the placement conference.	_____
6.	The placement statement.	_____
7.	Multidisciplinary conference form.	_____
8.	The semester review of placement.	_____
9.	The notice to parents prior to the IEP meeting.	_____
10.	A copy of the IEP forms used by the agency.	_____
11.	The annual notice to all parents regarding confidentiality.	_____
12.	The agency's confidential records access sheet.	_____
13.	The form used by the agency to obtain parental consent before personally identifiable information is disclosed.	_____
14.	A list of the types and locations of special education records, maintained by the agency.	_____
15.	Notice informing parents when personally identifiable information is no longer needed to provide educational services to the child.	_____
16.	Current listing of the names and positions of those employees who may have access to personally identifiable information.	_____
17.	A list of persons who serve as hearing officers and their qualifications.	_____

C. DOCUMENTATION

1.	Documentation of child identification activities.	_____
2.	Notification to private schools within the district of special education services available.	_____
3.	List of students who are in the process of evaluation for possible special education placement or who were recently placed.	_____
4.	If any parents have requested a hearing to challenge information in education records within the last two school years, include a list of the involved students by census number and school.	_____
5.	If a due process hearing has been conducted within the last two school years, include a list of the students involved by census number and school.	_____
6.	A list of handicapped students, by census number and school, enrolled in a special education work experience program.	_____
7.	List of students by census number and school, who have been suspended or expelled, in the past two school years.	_____

* It is not necessary to send all pages of these documents. If possible, only the relevant pages should be sent. If the relevant pages are too numerous to copy and send, discuss this with the lead monitor.

MASTER GUIDE
INTRODUCTION-SECTION D
ATTACHMENT 6

LEA EVALUATION OF MONITORING ACTIVITIES

1. Were you notified of the monitoring visit well enough in advance?

2. What additional information would be beneficial prior to the monitoring visit?

3. Was the scheduling of the monitoring activities reasonably convenient for you and your staff? What suggestions would you have for improvement?

4. Was the information presented at the exit conference understandable?

5. What additional information would you suggest be presented at the exit conference?

6. What aspects of the monitoring visit were most helpful to you?

7. We would appreciate any comments about the monitoring team.

8. We would appreciate any other comments you have about the monitoring process.

Please return in the attached pre-addressed, metered envelope.

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INTRODUCTION - SECTION D
ATTACHMENT 7

STAFF EVALUATION OF MONITORING

(To Be Completed On-Site Following the Exit Conference)

Agency Monitored _____ Dates Monitored _____

Monitoring Team Members _____

Recommendations for change in the preparation for monitoring or the completion of on-site activities.

Specify any training which would improve the performance of monitoring team members.

Specify and particularly positive or effective aspects of this monitoring visit.

MASTER GUIDE
INTRODUCTION - SECTION D
ATTACHMENT 8

1.0 CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

1.1 The public agency shall give written notice to parents describing the policies and procedures to ensure confidentiality of information. 34 CFR, Sec. 300.221 and 560-574. — Monitor

Method: 1. Obtain a copy of the Notice to Parents — W/P

2. Review the content of the notice for compliance with the approved application and enter result on Schedule A2, item A1.

1.2 The public agency shall permit parents to inspect and review any education records related to their children which are collected, maintained, or used by the agency under this part. 34 CFR, Sec. 300.562. — Monitor

Method: 1. Interview parent using Schedule E, item 5. — W/P

1.3 The public agency shall keep a record of parties requesting access to educational records collected, maintained, or used (except access by parents and authorized employees of the participating agency), includes the name of the party, the date access was given, and the purpose for which the party was authorized to use the records. 34 CFR, Sec. 300.563 — Monitor

Method: 1. Obtain a copy of access form. — W/P

2. Review the form for required components and enter result on Schedule A1, item A2a.

1.4 Parental consent must be obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information under this part or used for any purpose other than meeting a requirement under this Part. 34 CFR, Sec. 300.571 (a)(1)(2) — Monitor

Method: 1. Interview administrator and enter result on Schedule A1, item A2b. — W/P

2. Obtain a copy of form or policy used for consent. Mark district in compliance on Schedule A1, item A2b, if available.

1.5 The public agency shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the agency. 34 CFR, Sec. 300.565 — Monitor

Method: 1. Obtain a copy of the list of records. — W/P

2. Determine that list includes types and locations of records and enter result on Schedule A1, item A2c.

1.6 The public agency shall maintain for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. 34 CFR, Sec. 300.572(d) — Monitor

Method: 1. Review the list for required components and enter result on Schedule A1, item A2d. — W/P

1.7 The public agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each public agency shall assume responsibility for ensuring the confidentiality of any personally identifiable information. 34 CFR, Sec. 300.572(a) and (b) — Monitor

W/P

Method:
1. Interview administrator and enter result on Schedule A1, item A2a.
2. Confirm with designated official that responsibility is taken for ensuring confidentiality and enter result on Schedule A1, item A3.
3. Interview personnel using student records regarding procedures for confidentiality and make observations during other monitoring work. Enter result on Schedule A1, item A2b.

1.8 The agency has a summary of the policies and procedures to inform parents regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information. 34 CFR, Sec. 300.561(a)(3), ACRR R7-2-405(A) — Monitor

Method:
1. Interview administrator and enter result on Schedule A1, item A4a. — W/P
2. Obtain a copy of the policies and procedures. Review content for compliance with above regulations and USFR and enter result on Schedule A1, item A4a.

1.9 The public agency shall inform parents when personally identifiable information collected, maintained, or used under this Part is no longer needed to provide educational services to the child. 34 CFR, Sec. 300.573(a) — Monitor

Method:
1. Interview administrator and enter result on Schedule A1, item A4b. — W/P
2. If records have been destroyed, review a copy of the form used to inform parents to ensure they are aware that information may be retained if they wish for future purposes such as social security. Enter result on Schedule A1, item A4b.

1.10 If the public agency decides to refuse to amend information in education records requested by the parents, the public agency shall inform the parents of the refusal and advise them of their right to a hearing under 300.568. 34 CFR, Sec. 300.567 — Monitor

Method:
1. Interview administrator and enter result on Schedule A2, item A5. — W/P
2. If there has been a refusal, determine that parents were informed of right to a hearing by review of documentation and enter result for same item.

1.11 The public agency shall, on request, provided an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. 34 CFR, Sec. 300.568 — Monitor

Method:
1. If a hearing has occurred review documentation collected and enter result on Schedule A2, item A5b. — W/P

1.12 If, as a result of a hearing, the agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the public agency shall amend the information accordingly and so inform the parents in writing. 34 CFR, Sec. 300.569(a) — Monitor

- OR - — W/P

If, as a result of a hearing, the agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the public agency shall inform the parent of the right to place in the records it maintains on the child, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency. 34 CFR, Sec. 300.569(b)

Method: 1. Review documentation on the hearing and the student file and enter result on Schedule A2, item A5b.

1.13 Persons collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures ensuring confidentiality. 34 CFR, Sec. 300.572(c) — Monitor

Method: 1. Interview administrator for information on the type of training provided and enter result on Schedule A2, item A6. — W/P

2. Interview principal regarding confidentiality and enter result on Schedule A8, item B5.

3. Interview teacher and enter result on Schedule D.

2.0 DUE PROCESS PROCEDURES

2.1 The public agency shall provide parents, on request, information about where an independent educational evaluation may be obtained. 34 CFR, Sec. 300.503(a)(2) — Monitor

Method: 1. Interview administrator and enter result on Schedule A2, item B1. — W/P

2.2 A written notice must be given to the parents of a handicapped child a reasonable time before the public agency proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free, appropriate public education to the child. 34 CFR, Sec. 300.504(a) — Monitor

W/P

The notice to parents must include: (1) a full explanation of all the procedural safeguards available to the parents; (2) a description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take action, and a description of any options the agency considered and the reasons why those options were rejected; (3) a description of each evaluation procedure, test, record, or report the agency uses as a basis for the proposal or refusal; and (4) a description of any other factors which are relevant to the agency's proposal or refusal. 34 CFR, Sec. 300.505(a)(1)-(4) and ACRR R7-2-405(D)(1)-(4)

Method: 1. Interview administrator to determine if notices are sent to parents and any requests for evaluation were refused. Enter result on Schedule A2, item B2a & b.

2. Obtain a copy of the notices given to parents prior to proposal or refusal of evaluation or placement.

3. Review the notice for all required components and enter result on Schedule A2, item B2a-e.

4. Interview parent using Schedule E, item 2 to determine if parents were aware of their rights.

2.3 The public agency shall inform the parent of any free or low cost legal and other relevant services available in the area if: (1) the parent requestes the information; or (2) the parent or the agency initiates a hearing. 34 CFR, Sec. 300.506(c)(1)(2) and ACRR R7-2-405(L) — Monitor

Method: Interview the administrator and enter result on Schedule A2, item B3. — W/P

2.4 The agency has established policies and procedures for conducting impartial due process hearings. 34 CFR, Sec. 300.501 and ACRR R7-2-405(A)(1) — Monitor

Method: 1. Interview the administrator and enter result on Schedule A2, item B4.

2. Review the due process procedures to determine it is in compliance with Section 300.500 to 300.514 and enter result on Schedule A2, item B4. — W/P

2.5 The public agency shall keep a list of the persons who serve as hearing officers, including a statement of the qualifications of each of these persons. 34 CFR, Sec. 300.507(c) and ACRR R7-2-405(C) — Monitor

Method: 1. Obtain a copy of the listing of hearing officers and determine if persons are either on a state-approved list or their qualifications are indicated. Enter result on Schedule A2, item B5. — W/P

2.6 A hearing may not be conducted: (1) by a person who is an employee of the state or local education agency which is involved in the education or care of the child; or (2) by a person having a personal or professional interest which would conflict with his/her objectivity in the hearing. 34 CFR, Sec. 300.507(a) (1)(2) and ACRR R7-2-405(B) — Monitor

Method: 1. Interview administrator to determine if any hearings have been held and enter result on Schedule A3, item B6. — W/P

2. Examine documentation to determine if appropriate personnel were used and enter result on Schedule A3, item B6a.

2.7 The public agency shall ensure that, within 45 days after the receipt of a request for a hearing: (1) a final decision is reached and (2) a copy of the decision is mailed to each of the parties. 34 CFR, Sec. 300.512(a)(1)(2) and ACRR R7-2-405(P) — Monitor

Method: 1. Obtain copies of hearing documentation to determine if appropriate procedures were followed and enter result on Schedule A3, item B6b. — W/P

2.8 During the pending of any administrative or judicial proceedings regarding a complaint, unless the public agency and the parents of the child agree otherwise, the child involved must remain in his/her present educational placement. — Monitor

-OR-

If the complaint involves an application for initial admission to public school, with the consent of the parents, the child must be placed in the public school program until the completion of all of the proceedings. 34 CFR, Sec. 300.513(a) and (b) and ACRR R7-2-405(T) — W/P

Method: 1. Review the student folder for any student in a due process situation.

2. Determine that the student remained in present placement and a new student was placed in a program during proceedings. Enter result on Schedule A3, item B6c.

2.9 Prior to the actual hearing, the parent was notified in compliance with ARS §41-1009(B). (This statute requires 20 days notice.) ACRR R7-2-405(M) — Monitor

Method: 1. Examine notice or other documentation and enter result on Schedule A3, item B6d. — W/P

3.0 LEAST RESTRICTIVE ENVIRONMENT

3.1 The public agency shall ensure that a continuum of alternative placements is available to meet the needs of handicapped children. 34 CFR, Sec. 300.551 — Monitor

Methods:
1. Interview the administrator and enter result on Schedule A3, item C1. — W/P
2. Obtain a copy of the continuum of placements and review for requirements with regulations. Enter result on Schedule A3, item C1.

3.2 The public agency shall ensure that each child is placed in the least restrictive environment. 34 CFR, Sec. 300.550, 300.552 — Monitor

Method:
1. Obtain a list of students placed outside their home school.
2. Interview the teachers and enter result on Schedule D. — W/P

4.0 PROGRAM OPTIONS AND NONACADEMIC SERVICES

4.1 The public agency shall take steps to provide nonacademic and extracurricular services and activities as well as a variety of educational programs and services in such a manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities. 34 CFR, Sec. 300.305 and 300.306(a) — Monitor

Method:
1. Interview the administrator and enter result on Schedule A3, item D1. — W/P

4.2 The public agency shall establish a policy regarding pupil-teacher ratios for Special Education programs. ARS 15-764(A)(5) — Monitor

Method:
1. Review a copy of the policy and enter result on Schedule A3, item D2. — W/P

4.3 The public agency shall establish a policy regarding graduation requirements for Special Education students. ACRR R7-2-301(E) — Monitor

Method:
1. Obtain a copy of the graduation policy and review policy for Special Education requirements. Enter result on Schedule A3, item D3. — W/P

4.4 The public agency established policies and procedures regarding suspension/expulsion (Goss vs. Lopez, Stuart vs. Nappi, (Attorney General Opinion #1-79-132)) — Monitor

Method:
1. Interview the administrator and enter result on Schedule A4, item D4 and D5. — W/P
2. Review a copy of the policies and procedures for suspension or expulsion for requirements relating to special education students and enter result on Schedule A4, item D4.
3. Interview responsible official regarding policies and their relation to special education students and enter result on Schedule A8, items B3 and B4.
4. Select files of students suspended or expelled and review for compliance with policies and procedures. Enter result on Schedule A8, item B4a-c.

5.0 PHYSICAL EDUCATION

Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education. — Monitor

5.1 Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless the child (1) is enrolled full-time in a separate facility or (2) needs specially designed physical education, as prescribed in the child's individualized education program. 34 CFR, Sec. 300.307(a)(b) — W/P

Method: 1. Interview administrator and enter result on Schedule A4, item E1.

6.0 CHILD IDENTIFICATION

6.1 The public agency project application must include procedures which ensure that all children residing within the jurisdiction of the local education agency who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are currently receiving needed special education and related services. 34 CFR, Sec. 300.220, ACRR R7-2-401(A) — Monitor

Method: 1. Obtain copies of documentation and compare to activities outlined in the approved project and enter result on Schedule A4, item F1. — W/P

2. Obtain the list of the last 15 students with evaluations recently completed. (The number may be modified based on size of the district.) Schedule A4, item F3.

3. Review a sample and record information on Schedule B1. (Coordinate with steps 7.2, 7.3, 7.4, 7.6, 7.7, 8.1, 8.3, 8.4., 8.6, and 8.7)

6.2 The Local Education Agency shall provide private school handicapped children with a genuine opportunity to participate in special education and related services consistent with the number of children and their needs. EDGAR, 76.651 — Monitor

Method: 1. Obtain documentation of notice to private schools explaining the special services available and enter on Schedule A4, item F2. — W/P

2. Interview at least one private school administrator to determine if services were provided if needed or requested and record result on Schedule A8, items A1-3.

6.3 The public agency shall establish and disseminate to school personnel written procedures for identifying children who have not been previously identified as requiring special education. ACRR R7-2-401(B)(1)(2) — Monitor

Method: 1. Interview administrator and enter result on Schedule A5, item F4. — W/P

2. Obtain a copy of the screening procedures and instrument being used and review instrument for the required components and record result on Schedules B2 and A5, item F4.

6.4 The documentation of the screening procedures utilized, the date(s) and the results shall be maintained in the child's permanent records. ACRR R7-2-401(B)(5) — Monitor

Method: 1. Select students and review files for screening and enter information on Schedules B2 and A5, item F5. — W/P

6.5 The district screening procedures shall be completed within 45 calendar days after enrollment for each kindergarten student and new student enrolling without records. ACRR R7-2-401(B)(3) — Monitor

Method: 1. Compare items 1 and 2 on Schedule B2 and determine if screening was accomplished within 45 days after enrollment and enter result on Schedule B2, item 2. — W/P

2. Determine that the screening instrument used was the same as tested and enter result on Schedule B2, item 3.

6.6 If the screening procedures indicate a possible handicap, the child has been referred for evaluation or other appropriate services. ACRR R7-2-401(B)(4)

Monitor

Method:

1. If a possible handicap is indicated on screening, enter on Schedule B2, item 4.

W/P

2. When screening indicates a possible handicap, review file for documentation of follow-up and enter result on Schedule B2, item 5.

7.0 EVALUATION

7.1 There is an evaluation of each child based on procedures which meet the requirements under 34 CFR, Sec. 300.532, and conducted every three years or more frequently if conditions warrant or if the child's parents or teacher request an evaluation. 34 CFR, Sec. 300.534(b) and ACRR R7-2-401(F)(1)(b) — Monitor

Method: 1. Review evaluations and enter date of most current on Schedule C, item A1. — W/P

2. Compare current evaluation date with the prior date on a sample basis to determine if evaluations are reviewed every 3 years and enter result on Schedule C, item A1.

7.2 The public agency shall be responsible for determining and noting on the pupil record the primary language a) of the home, b) of the child, and c) the racial/ethnic background of the child. ACRR R7-2-401(B)(6) and 34 CFR, Sec. 300.530(b) — Monitor

The primary language of the child shall be determined prior to conducting the evaluation. ACRR R7-2-401(D)(1)(a) — W/P

Method: 1. Review a sample of student files for documentation of primary language of the home and enter on Schedule B1, item 4. (Sample should be from list of recently evaluated students obtained on step 6.1.)

2. Review a sample of student files for evidence that primary language of the child was determined prior to the date of the evaluation or evidence that it was considered by evaluator and enter result on Schedule B1, item 5.

3. For sample of files, review for documentation that the racial/ethnic background of the student was considered by the evaluator and enter result on Schedule B1, item 6.

7.3 All advice, consultation, and other communication shall be in the primary language of the home. ACRR R7-2-401(B)(6) — Monitor

Method: 1. For students with primary language of home other than English, on Schedule B1, item 4 review for evidence that there was an interpreter or translation and enter result on Schedule B1, item 4. — W/P

7.4 Written consent of the parent or guardian shall be obtained prior to conducting the evaluation. ACRR R7-2-401(D)(1)(a) — Monitor

Method: 1. Review file for parental consent for evaluation and enter date on Schedule C, item A2. For recent evaluation sample, enter date on Schedule B1, item 1. — W/P

2. Compare items A1 and A2 to determine that consent was prior to the evaluation and enter result on Schedule C, item A2.

7.5 The written notice to parents shall contain all the safeguards of due process. ACRR R7-2-401(C)(2) — Monitor

Method: 1. For a sample of students enter the date parents are given their rights on Schedule A5, item G2a. — W/P

2. Compare Schedule C, item A1 and Schedule A5, item G2a to determine that rights were given prior to the evaluation and enter result on Schedule A5, item G2b.

7.6 The evaulation of a child being considered for special education placement shall be computed by conducting a multidisciplinary conference within 60 calendar days of signature of parental consent for evaluation. ACRR R7-2-401(D)(10) — Monitor

Method: 1. For a sample of student files determine that MDCs are held following evaluations and enter result on Schedule B1, item 2. — W/P

2. Compare items 1 and 2 on Schedule B1 for the 60 day timeline and enter result on Schedule B1, item 2.

7.7 If the evaluation cannot be accomplished in 60 calendar days despite the resonable efforts of the district to do so, the parents and ADE shall be notified and given an expected date when the evaluation will be completed. ACRR R7-2-401(D)(10)(a)(b) — Monitor

Method: 1. For student files that did not meet the 60 day timeline, review files for documentation of notices to parents and ADE and enter result on Schedule B1, item 3. — W/P

7.8 The evaluation shall be conducted by a multidisciplinary team or group of persons including at least one teacher or other specialist with knowledge in the area of the suspected disability. 34 CFR, Sec. 300.532(e) and ACRR R7-2-401(D)(1)(b) — Monitor

Method: 1. Review evaluation to determine that evaluation data was submitted by teacher or specialist or their attendance at the multidisciplinary conference was documented and enter result on Schedule C, item A3. — W/P

7.9 If the child's primary language is determined to be other than English, one or more of these procedures shall be followed: (a) use of an evaluator fluent in the child's primary language and in English; (b) use of an interpreter to assist with language and testing; or (c) use of test instruments which do not stress spoken language and which are considered valid and reliable performance measures of functioning. ACRR R7-2-401(D)(3)(a-b) — Monitor — W/P

Method: 1. Review evaluation for evidence that one of the three above procedures was used and enter result on Schedule C, item A4.

7.10 The written evaluation for children whose problems appear to be limited to impairment of articulation, voice, or fluency, shall include (a) a current audiometric screening; (b) a review of the child's academic history and classroom functioning; (c) an assessment of the child's functional communication skills; (d) an assessment of the child's speech problem by a certified Speech and Language Therapist. ACRR R7-2-401(D)(4)(a-d) — Monitor — W/P

Method: 1. Review evaluation for the required components and enter on Schedule C, items A5-8.

2. Enter evaluators name on Schedule C, item A9 and determine if appropriately certified and enter result on Schedule A6, item G4.

7.11 The written evaluation, for children who are homebound or in a hospital, shall include: (a) certification by a competent medical doctor that the child will not be able to attend regular classes for not less than three months, (b) an assessment of the child's current educational level; (c) such specialized evaluations as are required to understand the specific problem(s) exhibited by the homebound or hospitalized child. ACRR R7-2-401(D)(5)(a-c) — Monitor — W/P

Method: 1. Review evaluation for the required components and enter on Schedule C, items A5-7.

2. Enter evaluator's name on Schedule C, item A8, and determine if appropriately certified and enter result on Schedule C, item A8.

7.12 The written evaluations shall include: (a) reason for referral; (b) educational history of the child including complete documentation of efforts to educate the child in the regular classroom; (c) determination whether the child's educational problems are related to or resulting from reasons of educational disadvantage; (d) complete developmental history of the child, including educationally relevant medical findings. (If the language spoken in the home is other than English, no child shall be considered for placement in a program for handicapped children unless an evaluation of developmental history, cultural background, language, and school achievement substantiates other findings of educational handicap.) (e) This evaluation shall include estimates of adaptive behavior with findings from a visit to the child's home. (Such visits shall occur only with the consent of the parent or guardian); (f) types of tests administered to the child and the results of such tests; (g) recommendation of specific goals and instructional objectives based on current levels of performance needs; (h) current vision and hearing screening; (i) an educational evaluation. ACRR R7-2-401(D)(6)(a-i)

Monitor

W/P

Method: 1. Review evaluations for the required components and enter on Schedule C, items A5-14.

7.13 For placement in a program for the Educable Mentally Handicapped, Trainable Mentally Handicapped, or Learning Disabled, a complete psychological evaluation is required, including a comprehensive intellectual assessment test, and shall be administered by a certified school psychologist or a certified assistant school psychologist, or a psychologist certified by the State of Arizona Board of Psychologist Examiners. ACRR R7-2-401(D)(7)(a)(i)

Monitor

W/P

Method: 1. Review evaluation for the comprehensive intellectual assessment and enter on Schedule C, item A15.

2. Enter name of evaluator on Schedule C, item A15 and determine if appropriately certified and enter result on Schedule A6, item G3.

7.14 For placement in a program for the Seriously Emotionally Handicapped, a comprehensive psychological or psychiatric evaluation by one or more of the following is required: a certified school psychologist, a psychologist certified by the State of Arizona Board of Psychologist Examiners, and/or a licensed psychiatrist. ACRR R7-2-401(d)(7)(a)(iv)

Monitor

W/P

Method: 1. Review evaluation for a comprehensive psychological or psychiatric evaluation and enter on Schedule C, item A15.

2. Enter name of evaluator on Schedule C, item A15 and determine if appropriately certified and enter result on Schedule A6, item G3.

7.15 For placement in a program for the Hearing Handicapped, a complete audiological evaluation shall be conducted. ACRR R7-2-401(D)(7)(a)(v)

Monitor

W/P

Method: 1. Review evaluation for the required component and enter result on Schedule C, item A17.

2. Enter name of evaluator on Schedule C, item A18 and determine if appropriately certified and enter result on Schedule C, item A18.

7.16 A child with visual impairment, a physical handicap, or multiple handicaps (which include a physical handicap) shall have a medical certification to establish the severity and implications of the impairment. ACRR R7-2-401(D)(7)(b)

Monitor

W/P

Method: 1. Review evaluation for required components and enter result on Schedule C, item A17.

2. Enter name of evaluator on Schedule C, item A18 and determine if appropriately certified and enter result on Schedule C, item A18.

7.17 For determining the existence of a learning disability, the team determined that (1) the child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed below, when provided with learning experiences appropriate for the child's age and ability levels; and (2) the team finds that a child has a significant discrepancy between achievement and intellectual ability in one or more of the following areas: (a) oral expression, (b) listening comprehension, (c) written expression, (d) basic reading skill, (e) reading comprehension, (f) mathematics calculation, or (g) mathematics reasoning. ACRR R7-2-401(D)(8)(a)(i-ii) and 34 CFR Sec. 300.541

Monitor

W/P

Method: 1. Review evaluation for the required component and enter result on Schedule C, item A17.

7.18 For determining the existence of a learning disability, at least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting. 34 CFR Sec. 300.542(a) and, ACRR R7-2-401(D)(8)(c)

Monitor

Method: 1. Review evaluation for classroom observation by someone other than the regular classroom teacher and enter result on Schedule C, item A18.

W/P

7.19 For determining the existence of a learning disability, each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions. 34 CFR Sec. 300.543(c) and ACRR R7-2-401(D)(8)(e)

Monitor

W/P

Method: 1. Review evaluation for team agreement and enter result on Schedule C, item A19.

7.20 The evaluation is supportive of the category of placement.

Monitor

Method: 1. Determine the category of placement from the census sheet or the placement statement.

2. Based on the performance of the steps above and review of the evaluation, determine if the evaluation supports the category of placement and enter result on Schedule C, item A16. (Note: As a minimum, the category should be included in the recommendations along with a diagnosis. The detail in the body of the evaluation report should agree with the recommendations.)

W/P

8.0 PLACEMENT/REVIEW OF PLACEMENT

8.1 Procedures shall be established to appropriately place and count students in Special Education programs. ARS 15-236.B, 34 CFR, Sec. 300.754, 300.141 — Monitor

The continuation of or a change in the special education placement of a child pursuant to a formal review of that placement shall be with the written consent of the parents. 34 CFR, Sec. 300.552(a)(1) and ACRR R7-2-401(F)(3) — W/P

Method: 1. Review placement documents and enter most current date on Schedule C, item B1. For recent evaluation sample, enter date on Schedule B1, item 7.

2. Compare handicapped category on current placement statement with the census report and enter result on Schedule C, item B2.

8.2 The parent or guardian of the child shall indicate by a) signature on a form; b) which is written both in the language of the home, and in English; c) understanding of parental rights concerning placement; and d) agreement/disagreement concerning the proposed placement. 34 CFR, Sec. 300.504(b)(ii) and ACRR R7-2-401(E)(6) — Monitor

W/P

Method: 1. Review student files to determine that parents have given consent for placement and enter result on Schedule C, item B3.

2. Determine that consent form was in the primary language of the home and enter result on Schedule C, item B4.

3. Obtain a copy of the current placement form and determine that the required components are included and enter result on Schedule A6, item H1.

4. For a sample of student files determine that the current placement form including agreement and parental rights was used or another form meeting requirements and enter result on Schedule A6, item H1.

8.3 Parental consent must be obtained before placement in a Special Education program. 34 CFR, Sec. 300.504(b)(ii) and ACRR R7-2-401(E)(7) — Monitor

Method: 1. Determine date services began from census or teacher roll book and enter date on Schedule B1, item 8. — W/P

2. Compare Schedule B1, item 7 and item 8 to determine that parental consent was prior to providing services and enter result on Schedule B1, item 7.

8.4 Pursuant to authorization for the placement, the recommended programs and services shall be provided as soon as possible, but not later than 15 school days unless such placement would occur after May 1. ACRR R7-2-401(E)(8) — Monitor

Method: 1. Compare Schedule B1, items 7 and 8 to determine that programs and services were provided within 15 school days of the placement decision and enter result on Schedule B1, item 8. — W/P

8.5 If the agency cannot establish special education placement within 15 school days, the agency shall notify the parent or guardian and ADE. ACRR R7-2-401(E)(8) — Monitor

Method: 1. If the 15-day timeline was not met, review student file for documentation that the parents and ADE were notified of the delay and enter result on Schedule B1, item 9. — W/P

8.6 Following the evaluation of a child for whom special education placement and related services are being considered, a multidisciplinary conference shall be convened. ACRR R7-2-401(E)(1) — Monitor

Method: 1. For sample of students recently evaluated, determine if there is documentation of a multidisciplinary conference and enter result on Schedule B1, item 2. (Should be the same date as on 7.6.) — W/P

8.7 The participants in the conference shall include but need not be limited to: 1) a teacher who has been instructing the child; 2) personnel involved in the evaluation of the child or those persons reviewing outside evaluations; 3) the parent or guardian of the child, unless they have given written indication that they do not wish to participate; 4) a special education teacher who may provide the special services designed for the child. 34 CFR, Sec. 300.533(a)(3) and ACRR R7-2-401(E)(1)(a) — Monitor — W/P

Method: 1. For sample of students recently evaluated, determine that the required participants were involved in the MDC and enter result on Schedule B1, item 10. (Enter the exceptions in the data column.)

8.8 The written notice regarding the placement conference sent home to parents contains: a) an explanation of the conference including the purpose, b) time, c) location, d) positions of who will attend, e) including inviting the parent or guardian to review the evaluation documents; and f) how a review of records can be arranged prior to the conference in order that the parent or guardian can fully participate. ACRR R7-2-401(E)(1)(c) — Monitor — W/P

Method: 1. Review notice for required content and enter result on Schedule A6, item H2.

2. For a sample of student files determine that a written notice was sent to parents and enter result on Schedule A6, item H2.

8.9 If parents are unable to attend a meeting, the public agency shall take steps to ensure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including: 1) notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and 2) scheduling the meeting at a mutually agreed upon time and place. 34 CFR, Sec. 300.345(a)(1)(2), 300.345(d)(1)-(3) — Monitor — W/P

Method: 1. Review files of Schedule A student sample for parents not in attendance at the MDC.

2. For parents that do not attend, review student files for the additional attempts to arrange a mutually agreed upon time and place and enter result on Schedule A6, item H3.

3. Interview parents and teacher regarding this opportunity to participate in the placement conference using Schedule E, item 6.

8.10 If neither parent can attend the meeting, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls 34 CFR, Sec. 300.345(c) and ACRR R7-2-401(E)(1)(a)(v) — Monitor

Method: 1. For parents that do not attend, review student files for the documentation of other methods used to ensure parent participation and enter result on Schedule A6, item H4. — W/P

8.11 The educational progress of a child in a special education program shall be reviewed by the chief administrative official of the school district, or designee once each semester, and a copy of the results of the review submitted to the parent or guardian of the child. ACRR R7-2-401(F)(1)(a) — Monitor

Method: 1. Review student files for documentation of a semester review and enter result on Schedule C, item B5. — W/P

2. Determine if a semester review was sent to the parents and enter result on Schedule C, item B5.

3. Determine if semester review indicated educational progress and enter result on Schedule C, item B6.

4. Interview parents and determine if they received a copy of the semester review using Schedule E, item 7.

8.12 Hearing screenings shall be conducted annually for each student placed in a special education program in accordance with Department of Health Services, R9-13-111 to R9-13-115 ACRR R7-2-401(B)(2). — Monitor

Method: 1. Review student file for documentation of a current hearing screening and follow-up if required and enter result on Schedule C, item B7. — W/P

8.13 Is there a complete review of the child's educational status indicating termination of special education programs and services. ACRR R7-2-401(F)(4) — Monitor

Method 1. Interview administrator using Schedule A7, item H6a & b. — W/P

2. Obtain a list of terminated students and assign student codes.

3. For any terminated students, review the files for documentation and enter result on Schedule A7, item H6a.

4. Determine that terminated students were withdrawn from the census and not entered on the current year. Enter result on Schedule A7, item H6b.

9.0 INDIVIDUALIZED EDUCATION PROGRAMS

9.1 The public agency shall initiate and conduct meetings to periodically review each child's individualized education program and, if appropriate, revise the provisions at least once a year. (Revise by anniversary date) 34 CFR, Sec. 300.343(d) and ACRR R7-2-401(F)(2) (IEP must change when there is a change in placement.)

Monitor

W/P

Method:
1. Review student files and enter date of the current IEP on Schedule C, item C1.
2. Compare the date of the prior IEP with Schedule C, item C1 to determine if IEPs were reviewed/revised annually, and enter result on Schedule C, item C2.
3. Review prior year IEP to determine if the objectives have been reviewed and enter result on Schedule C, item C3.
4. Interview parents and teachers to determine their participation in the review of the IEP using Schedule E, item 6.

9.2 An individualized education program must be in effect before special education and related services were provided to a child. 34 CFR, Sec. 300.342(b)(1) and ACRR R7-2-401(E)(9)

Monitor

W/P

Method:
1. Determine date of entry from the census or teacher's roll and enter on Schedule C, item C4.
2. Compare Schedule C, items C1 with C4 to determine if an IEP was developed prior to providing special education services, and enter result on Schedule C, item C4.

9.3 The public agency shall ensure that each meeting includes the following participants: (a) a representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of special education; (b) the child's teacher; (c) one or both of the child's parents' and (d) a representative of the private school facility, where appropriate. 34 CFR, Sec. 300.344(a)(1), 300.347(a)(1)(2), ACRR R7-2-401(E)(9)

Monitor

W/P

Method:
1. Review IEP and determine that a representative of public agency, child's teacher and parent(s) were present and a representative of private school facility, if applicable, was in attendance at the meeting and enter result on Schedule C, item C5. (Circle the participants not present at the meeting.)

9.4 The individualized education program for each child must include: (a) a statement of the child's present level of educational performance; (b) a statement of annual goals, (c) including short-term instructional objectives; (d) a statement of the specific special education; (e) a statement of the related services to be provided to the child; (f) the extent to which the child will be able to participate in regular educational programs; (g) the projected dates for initiation of services; (h) the anticipated duration of the services; (i) appropriate objective criteria and evaluation procedures; and (j) schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved. 34 CFR, Sec. 300.346(a)-(e) and ACRR R7-2-401(E)(9)

Monitor

W/P

Method:
1. Review IEP form for compliance and enter result on Schedule A7, item 11.
2. Review the IEP to determine if the required components were included and enter result on Schedule C, items C6-14.

9.5 The individualized education plan includes goals and objectives for each related service listed on the IEP. Monitor

Method: 1. Review the IEP to determine if there are goals and objectives for related services indicated on IEPs and enter result on Schedule C, item C15. W/P

9.6 The notice of the IEP meeting sent to parents must indicate the (1) purpose, (2) time, (3) location of the meeting, and (4) positions of who will attend. 34 CFR, Sec. 300.345(b) and ACRR R7-2-401(E)(1)(c) Monitor

Method: 1. Review the notices to determine if they included purpose, time, location and positions of who would attend, and enter result on Schedule A7, item I2. W/P

2. For a sample of students determine if there was documentation that a notice was sent and enter result on Schedule A7, item I2.

9.7 The public agency shall take steps to ensure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including: (1) notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and (2) scheduling the meeting at a mutually agreed upon time and place. 34 CFR, Sec. 300.345(a)(1)(2), 300.345(d)(1)(2)(3) and ACRR R7-2-402(E)(1)(c) Monitor W/P

Method: 1. Review files of Schedule A student sample to determine the parents not in attendance at the meeting.

2. For parents that do not attend, review student file to determine if there were additional attempts to arrange a mutually agreed upon time and place, and enter result on Schedule A7, item I3.

9.8 If parents did not attend the meeting, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls. 34 CFR, Sec. 300.345(c), ACRR R7-2-401(E)(1)(a)(v) Monitor

Method: 1. For parents that do not attend, review student files to determine if other methods were used to ensure parent participation, and enter result on Schedule A7, item I4. W/P

9.9 The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. 34 CFR, Sec. 300.345(e) Monitor

Method: 1. Interview parent to determine if interpreters were provided when necessary and enter result on Schedule E, item 4. W/P

9.10 Each public agency must provide special education and related services to a handicapped child in accordance with an individualized education program. 34 CFR, Sec. 300.349 Monitor

Method: 1. Select one student from each classroom at the school site visited. W/P

2. Observe the student in the classroom and enter result on Schedule D.

3. Interview the teacher using the questions on Schedule D.

4. Coordinate the observation with the returned parent survey and determine if there are additional items which need to be clarified by a parent interview.

REVIEW OF ADMINISTRATIVE SYSTEMS

SCHEDULE A 1

INTERVIEW OF _____ (District / Administrator)			FORMS REVIEW — DOCUMENTATION			STUDENT FILE REVIEW		
Step	Item	Finding	Step	Item	Finding	Step	Item	Student Code A B C D E
							STUDENT CODES: (Census Number) A _____ B _____ C _____ D _____ E _____	
	A. CONFIDENTIALITY							
			1.1	1. Copy of annual notice to parents informing them of their rights regarding confidentiality.				
1.7	2. a. Identify the procedures that the agency uses to protect the confidentiality of personally identifiable information.		1.3	2. a. Access sheet including name of party, purpose and date.		1.3	2. a. Access sheet in file.	
1.4	b. What is the policy on obtaining parental consent prior to disclosure of information to other than officials of participating agencies.		1.4	b. Form or policy to obtain parental consent prior to disclosure of personally identifiable information.				
1.7	c. Ask personnel using student records and make general observations regarding procedures for confidentiality.		1.5	c. List of types and locations of records.				
			1.6	d. List of names and positions of employees who have access to student records.				
			1.7	3. Name and title of person designated as responsible for insuring the confidentiality of special education student records.				
1.8	4. a. What are the agency's policies and procedures related to retention/disposition of student records?		1.8	4. a. Copy of policies and procedures (if written).				
1.9	b. Have any student records been destroyed?		1.9	b. Notice to parents informing them when personally identifiable information is no longer needed.				

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REVIEW OF ADMINISTRATIVE SYSTEMS

SCHEDULE A2

INTERVIEW OF _____ (District / Administrator)

Step	Item	Finding
	A. CONFIDENTIALITY (continued)	
1.10	5. Have there been any requests from parents to amend education records? _____ If so, have any requests been refused?	
1.13	6. How have persons using or collecting personally identifiable information received training or instruction regarding the state's policies and procedures insuring confidentiality?	
	B. DUE PROCESS PROCEDURES	
2.1	1. Has the public agency provided parents, on request, information about where an independent educational evaluation may be obtained?	
2.2	2. a. Have parents been given written notice when the agency proposes or refuses to initiate or change the evaluation or placement of the child?	
	b. Have any requests by parents for evaluation and/or placement been refused by the agency?	
2.3	3. Has the agency informed the parent of any free or low-cost legal and other relevant services available if: (1) a parent requested it, (2) a hearing is initiated?	
2.4	4. Have policies and procedures been established for conducting due process hearings?	

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FORMS REVIEW — DOCUMENTATION

Step	Item	Finding
1.10	5. a. If applicable, documentation that agency informed parents of refusal to change records and rights to a hearing under 121a.568.	
1.11 1.12	b. Documentation of the hearing and amendment of information, if applicable.	
	2. If applicable, copy of notice used to inform parents of the reason for the refusal and their right to a hearing.	
	a. Description of action refused.	
	b. Reason for refusal.	
	c. Options considered and reasons for rejection.	
	d. Evaluation procedures.	
	e. Other relevant factors.	
2.4	4. Policies and procedures.	
2.5	5. List of hearing officers and their qualifications.	

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STUDENT FILE REVIEW

Step	Item	Student Code A	B	C	D	E

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INTERVIEW OF _____ (District / Administrator)			FORMS REVIEW — DOCUMENTATION			STUDENT FILE REVIEW						
Step	Item	Finding	Step	Item	Finding	Step	Item	Student Code A	B	C	D	E
	B. DUE PROCESS (continued)											
2.6	6. Have any due process hearings been requested since the last monitoring?			6. If applicable,								
			2.6	a. Documentation that hearing officer was not an employee of State or LEA involved in education of child.								
			2.7	b. Documentation that agency: (1) reached a final decision and (2) mailed a copy of decision to each party, within 45 days after receipt of the request.								
			2.8	c. Documentation that student remained in present educational placement during proceedings or was placed in public school (if complaint involves initial admission to public school).								
			2.9	d. Documentation that parents were notified 20 days prior to date of hearing.								
	C. LEAST RESTRICTIVE ENVIRONMENT											
3.1	1. What program options are available to handicapped children in your agency?		3.1	1. Policies and procedures for a continuum of alternative placements.								
			3.2	2. List of students placed outside their home school.								
	D. PROGRAM OPTIONS AND NONACADEMIC SERVICES											
4.1	1. Describe policies and procedures used to insure handicapped students have the same opportunity as nonhandicapped students in educational programs, as well as extracurricular activities and services.											
			4.2	2. Copy of policy on pupil-teacher ratios.								
			4.3	3. Copy of established graduation requirements.								

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REVIEW OF ADMINISTRATIVE SYSTEMS

SCHEDULE A4

INTERVIEW OF _____ (District) (Administrator)			FORMS REVIEW — DOCUMENTATION			STUDENT FILE REVIEW						
Step	Item	Finding	Step	Item	Finding	Step	Item	Student Code A	B	C	D	E
	D. PROGRAM OPTIONS (continued)											
4.4	4. What are policies and procedures regarding suspension/expulsion? Who is responsible? _____		4.4	4. Copy of policy and procedures.								
4.4	5. Have any suspension or expulsion of handicapped students occurred in the last two school years?		4.4	5. If applicable, documentation of procedures followed in selected cases.								
	E. PHYSICAL EDUCATION											
5.1	1. What provisions are made for handicapped students to participate either in the regular physical education program or adaptive P.E.?											
	F. CHILD IDENTIFICATION											
			6.1	1. Written documentation that the activities listed in the child identification section of the LEA application were carried out as approved.								
			6.2	2. Documentation of notification to private schools within the district of services available.								
			6.1	3. Listing of students whose evaluations have recently been completed.		6.1	3. See Schedule B 1.					

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REVIEW OF ADMINISTRATIVE SYSTEMS

SCHEDULE A8

INTERVIEW OF _____

Step	Item	Finding
	A. Interview of _____ (Private) (School)	
	School _____	
6.2	1. Were you informed of special education services available to your school by public schools?	
6.2	2. Are there any handicapped children or children with suspected handicaps attending your school who are in need of special education services from public schools?	
6.2	3. If you requested special education services from a public school, were those services provided?	
	B. Interview of _____ (Principal)	
	School _____	
	1. How do you think the special education program is progressing at your school?	
	2. Is there a spirit of cooperation between the regular teachers and the special education staff?	
4.4	3. What are policies and procedures regarding suspension/expulsion?	
4.4	4. Have any suspension or expulsion of handicapped students occurred in the last two school years?	
1.13	5. What training or information has been provided to staff regarding confidentiality?	
	6. Do you have any other concerns or comments?	

FORMS REVIEW — DOCUMENTATION

Step	Item	Finding
4.4	3. Copy of policies and procedures if not obtained from administrator.	
4.4	4. If applicable, documentation of procedures followed in selected cases.	

STUDENT FILE REVIEW

Step	Item	Student Code A	B	C	D	E
	STUDENT CODES (for item 8.4. only)					
	A _____					
	B _____					
	C _____					
	D _____					
	E _____					
	4. a. Length of suspension was less than 10 days.					
	b. Review of program to determine whether (1) behavior in question is related to the handicapping condition and (2) current placement is appropriate.					
	c. Parents or guardians were notified of the terms, reasons and dates involved.					

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CHILD IDENTIFICATION TIMELINES (Evaluations Recently Completed)

SCHEDULE B 1

Step		STUDENT NAME		STUDENT NAME		STUDENT NAME		STUDENT NAME		STUDENT NAME	
		Data	Find-ing	Data	Find-ing	Data	Find-ing	Data	Find-ing	Data	Find-ing
7.4	1. Date of Consent for Evaluation										
7.6 8.6	2. Date of MDC (within 60 days)										
7.7	3. Parents and ADE notified if exception on #2. _____										
7.2 7.3	4. Primary Language of Home (was evaluation in Primary Language or was there documentation that an interpreter or translation was required?)										
7.2	5. Primary Language of Student (evidence that it was considered by evaluator)										
7.2	6. Racial/Ethnic background (evidence that it was considered by evaluator)										
8.1	7. Date of Consent for Placement.										
8.3 8.4	8. Date services began.										
8.5	9. Parents and ADE notified if exception on #8.										
8.7	10. MDC participants included teacher, evaluator, parent.										

COMMENTS:

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CHILD IDENTIFICATION (Screening)

SCHEDULE B 2

	STUDENT NAME		STUDENT NAME		STUDENT NAME		STUDENT NAME		STUDENT NAME	
	Data	Finding	Data	Finding	Data	Finding	Data	Finding	Data	Finding
1. Date of Enrollment and Type of Student (K or N).										
2. Date of Screening (within 45 days).										
3. Current Screening Tool Used (version reviewed below).										
4. Screening Indicates Possible Handicap?										
5. If Possible Handicap Indicated, Documentation of Followup.										

	STUDENT NAME		STUDENT NAME		STUDENT NAME		STUDENT NAME		STUDENT NAME	
1. Date of Enrollment and Type of Student (K or N).										
2. Date of Screening (within 45 days).										
3. Current Screening Tool Used (version reviewed below).										
4. Screening Indicates Possible Handicap?										
5. If Possible Handicap Indicated, Documentation of Followup.										

FORM REVIEW:

Required Components for Screening Instrument:

Component	Finding	Component	Finding
1. Academic Progress (including reading skills).		4. Communication.	
2. Vision.		5. Emotional Problems.	
3. Hearing		6. Psychomotor Problems.	

COMMENTS:

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REVIEW OF STUDENT FILE – EMH, TMH

SCHEDULE C

CENSUS OR I.D. # _____ STUDENT INITIALS _____ CENSUS CATEGORY _____

Step	Item	Finding
	A. EVALUATION	
7.1	1. Current evaluation _____ (date).	
7.4	2. Parental consent obtained on _____ (date).	
7.8	3. Evaluative data submitted by teacher or specialist other than primary evaluator.	
7.9	4. For student whose language is other than English, evaluator fluent in primary language, interpreter, or test instruments which do not stress spoken language used.	
	Evaluation data includes:	
7.12	5. Reason for referral.	
	6. Educational history.	
	7. Determination of educational disadvantage.	
	8. Developmental/medical history.	
	9. If other than English, adaptive behavior.	
	10. Types of tests.	
	11. Goals and objectives.	
	12. Vision screening with follow-up.	
	13. Hearing screening with follow-up.	
	14. Educational evaluation.	
7.13	15. Psychological with intellectual administered by _____.	
7.20	16. Evaluation supports category.	
	B. PLACEMENT	
8.1	1. Current placement statement _____ (date).	
8.1	2. Category agrees with census.	
8.2	3. Statement signed by parent.	
8.2	4. Statement in primary language or interpreter documented.	
8.11	5. Current semester progress report submitted to parent.	
8.11	6. Report indicates educational progress.	
8.12	7. Hearing screening conducted subsequent to July 1981 with follow-up.	
	C. IEP	
9.1	1. Current IEP _____ (date).	
9.1	2. Previous IEP not more than 13 months prior.	
9.1	3. Indication that previous objectives were accomplished.	
9.2	4. If current IEP was first IEP for student, services began after development of such IEP. Entry date _____.	
9.3	5. IEP meeting included representative of public agency (other than teacher), teacher, parent, and private school representative if applicable.	
	Content of IEP:	
9.4	6. Present level of educational performance.	
	7. Goals.	
	8. Short-term objectives.	
	9. Specific special education services.	
	10. Related services.	
	11. Extent of regular participation.	
	12. Date for initiation of services.	
	13. Anticipated duration.	
	14. Objective criteria for evaluation.	
9.5	15. Goals and objectives for related services.	

STUDENT SELECTED FOR CLASSROOM OBSERVATION [ ] YES – See Schedule D
[ ] NO

_____
Monitor

Student's School _____ Student's Teacher _____

COMMENTS:

REVIEW OF STUDENT FILE – LD

SCHEDULE C

CENSUS OR I.D. # _____ STUDENT INITIALS _____ CENSUS CATEGORY _____

Step	Item	Finding
	A. EVALUATION	
7.1	1. Current evaluation _____ (date).	
7.4	2. Parental consent obtained on _____ (date).	
7.8	3. Evaluative data submitted by teacher or specialist other than primary evaluator.	
7.9	4. For student whose language is other than English, evaluator fluent in primary language, interpreter, or test instruments which do not stress spoken language used.	
	Evaluation data includes:	
7.12	5. Reason for referral.	
	6. Educational history.	
	7. Determination of educational disadvantage.	
	8. Developmental/medical history.	
	9. If other than English, adaptive behavior.	
	10. Types of tests.	
	11. Goals and objectives.	
	12. Vision screening with follow-up.	
	13. Hearing screening with follow-up.	
	14. Educational evaluation.	
7.13	15. Psychological with intellectual administered by _____.	
7.20	16. Evaluation supports category.	
7.17	17. Discrepancy between age and ability in one or more areas: oral, written expression; listening, reading comprehension; basic reading skills; mathematics, calculation, or reasoning.	
7.18	18. Classroom observation by team members other than teacher.	
7.19	19. Team certification of agreement or separate report for disagreements.	
	B. PLACEMENT	
8.1	1. Current placement statement _____ (date).	
8.1	2. Category agrees with census.	
8.2	3. Statement signed by parent.	
8.2	4. Statement in primary language or interpreter documented.	
8.11	5. Current semester progress report submitted to parent.	
8.11	6. Report indicates educational progress.	
8.12	7. Hearing screening conducted subsequent to July 1981 with follow-up.	
	C. IEP	
9.1	1. Current IEP _____ (date).	
9.1	2. Previous IEP not more than 13 months prior.	
9.1	3. Indication that previous objectives were accomplished.	
9.2	4. If current IEP was first IEP for student, services began after development of such IEP. Entry date _____.	
9.3	5. IEP meeting included representative of public agency (other than teacher), teacher, parent, and private school representative if applicable.	
	Content of IEP:	
9.4	6. Present level of educational performance.	
	7. Goals.	
	8. Short-term objectives.	
	9. Specific special education services.	
	10. Related services.	
	11. Extent of regular participation.	
	12. Date for initiation of services.	
	13. Anticipated duration.	
	14. Objective criteria for evaluation.	
9.5	15. Goals and objectives for related services.	

STUDENT SELECTED FOR CLASSROOM OBSERVATION [ ] YES – See Schedule D
[ ] NO

_____
Monitor

Student's School _____ Student's Teacher _____

COMMENTS:

INTERVIEW OF _____ (District / Administrator)			FORMS REVIEW — DOCUMENTATION			STUDENT FILE REVIEW						
Step	Item	Finding	Step	Item	Finding	Step	Item	Student Code A	B	C	D	E
	F. CHILD IDENTIFICATION (continued)											
6.3	4. Describe the agency's screening procedures, including method of documenting referral if screening indicates possible handicap.		6.3	4. Copy of procedures and screening instrument. See Schedule B 2.								
						6.4						
			6.4	5. Listing of new students (including kindergarten) who enrolled this school year without records.		6.5 6.6	5. See Schedule B 2.					
	G. EVALUATION											
				1. Copy of parental consent for evaluation form.			1. See Schedule C.					
			2.2	2. Copy of form used to inform parents of rights regarding evaluation.		7.5	2. a. Date parents received rights: A _____ B _____ C _____ D _____ E _____					
				a. Reason for referral.								
				b. Types of tests.								
				c. Evaluation will not be done without permission								
				d. Records will remain confidential.								
				e. Parents may review records including access list.								
				f. Right to agree or disagree with educational evaluation.								
				g. Right to independent educational evaluation.								
				h. Results of independent evaluation shall be considered in placement.								
				i. Right to agree or disagree with recommended placement.								
				j. Right to due process hearing.								
							b. Is date above prior to date of evaluation (Schedule C, Evaluation Item A 1)?					
							c. Form received by parents is most recent version (same as copy obtained)					

REVIEW OF ADMINISTRATIVE SYSTEMS

SCHEDULE A6

INTERVIEW OF _____ (District) (Administrator)			FORMS REVIEW — DOCUMENTATION			STUDENT FILE REVIEW						
Step	Item	Finding	Step	Item	Finding	Step	Item	Student Code A	B	C	D	E
	G. EVALUATION (continued)											
			7.13 7.14	3. Certification of psychologists listed on Schedule C.								
			7.10	4. Certification of speech and language therapists listed on Schedule C.								
	H. PLACEMENT											
			8.2	1. Copy of parental consent for placement form.		8.2	1. Placement form is current version.					
				a. Agreement with proposed placement.								
				b. Indication that parent received and understood parental rights re: placement.								
			8.8	2. Notice to parent of placement conference (MDC notice).		8.8	2. Notice sent to parent is most recent version.					
				a. Purpose of conference.								
				b. Time.								
				c. Location.								
				d. Positions of who will attend.								
				e. Invitation to review evaluation prior to conference.								
				f. How such review can be arranged.								
						8.9	3. If parent did not attend meeting, were other methods used to notify parent?					
						8.10	4. If neither parent attended conference, were other methods used to obtain parent participation?					

REVIEW OF ADMINISTRATIVE SYSTEMS

SCHEDULE A7

INTERVIEW OF _____ (District / Administrator)

Step	Item	Finding
	H. PLACEMENT (continued)	
8.13	6. a. Have any students been terminated in the last year from Special Education?	
	b. How is termination from the special education program documented?	
	I. INDIVIDUALIZED EDUCATION PLANS	

Step	Item	Finding
2.2	5. Copy of form used to inform parents of rights regarding placement.	
	a. Reason for proposed placement.	
	b. Child will not be placed without consent.	
	c. Parent may withhold consent for placement.	
8.13	6. a. Documentation supporting the termination of special education students.	
	b. Obtain list of terminated students.	
9.4	1. Copy of IEP form.	
9.6	2. Notice to parent of IEP meeting.	
	a. Purpose.	
	b. Time.	
	c. Location.	
	d. Positions of who will attend.	

Step	Item	Student Code A	B	C	D	E
8.2	5. a. Documentation that parent received rights regarding placement.					
	b. Form received by parent is most recent version (same as copy obtained).					
8.13	6. a. Termination was documented in the student files. *Terminated Sample*					
	b. Terminated students were shown as withdrawn on the census and not entered on the current year.					
9.4	1. See Schedule C.					
9.6	2. Notice sent to parent is most recent version.					
9.7	3. If parent did not attend meeting, were other methods used to notify parent?					
9.8	4. If neither parent attended IEP meeting, were other methods used to obtain parent participation?					

REVIEW OF STUDENT FILE – EH

SCHEDULE C

CENSUS OR I.D. # _____ STUDENT INITIALS _____ CENSUS CATEGORY _____

Step	Item	Finding
	A. EVALUATION	
7.1	1. Current evaluation _____ (date).	
7.4	2. Parental consent obtained on _____ (date).	
7.8	3. Evaluative data submitted by teacher or specialist other than primary evaluator.	
7.9	4. For student whose language is other than English, evaluator fluent in primary language, interpreter, or test instruments which do not stress spoken language used.	
	Evaluation data includes:	
7.12	5. Reason for referral.	
	6. Educational history.	
	7. Determination of educational disadvantage.	
	8. Developmental/medical history.	
	9. If other than English, adaptive behavior.	
	10. Types of tests.	
	11. Goals and objectives.	
	12. Vision screening with follow-up.	
	13. Hearing screening with follow-up.	
	14. Educational evaluation.	
7.14	15. Psychological or psychiatric with intellectual administered by _____.	
7.20	16. Evaluation supports category.	
	B. PLACEMENT	
8.1	1. Current placement statement _____ (date).	
8.1	2. Category agrees with census.	
8.2	3. Statement signed by parent.	
8.2	4. Statement in primary language or interpreter documented.	
8.11	5. Current semester progress report submitted to parent.	
8.11	6. Report indicates educational progress.	
8.12	7. Hearing screening conducted subsequent to July 1981 with follow-up.	
	C. IEP	
9.1	1. Current IEP _____ (date).	
9.1	2. Previous IEP not more than 13 months prior.	
9.1	3. Indication that previous objectives were accomplished.	
9.2	4. If current IEP was first IEP for student, services began after development of such IEP. Entry date _____.	
9.3	5. IEP meeting included representative of public agency (other than teacher), teacher, parent, and private school representative if applicable.	
	Content of IEP:	
9.4	6. Present level of educational performance.	
	7. Goals.	
	8. Short-term objectives.	
	9. Specific special education services.	
	10. Related services.	
	11. Extent of regular participation.	
	12. Date for initiation of services.	
	13. Anticipated duration.	
	14. Objective criteria for evaluation.	
9.5	15. Goals and objectives for related services.	

STUDENT SELECTED FOR CLASSROOM OBSERVATION [ ] YES – See Schedule D
[ ] NO

_____
Monitor

Student's School _____ Student's Teacher _____

COMMENTS:

81

REVIEW OF STUDENT FILE – HH

SCHEDULE C

CENSUS OR I.D. # _____ STUDENT INITIALS _____ CENSUS CATEGORY _____

Step	Item	Finding
	A. EVALUATION	
7.1	1. Current evaluation _____ (date).	
7.4	2. Parental consent obtained on _____ (date).	
7.8	3. Evaluative data submitted by teacher or specialist other than primary evaluator.	
7.9	4. For student whose language is other than English, evaluator fluent in primary language, interpreter, or test instruments which do not stress spoken language used.	
	Evaluation data includes:	
7.12	5. Reason for referral.	
	6. Educational history.	
	7. Determination of educational disadvantage.	
	8. Developmental/medical history.	
	9. If other than English, adaptive behavior.	
	10. Types of tests.	
	11. Goals and objectives.	
	12. Vision screening with follow-up.	
	13. Hearing screening with follow-up.	
	14. Educational evaluation.	
	15. (Unused Step)	
7.20	16. Evaluation supports category.	
7.15	17. Audiological evaluation.	
7.15	18. Conducted by _____.	
	B. PLACEMENT	
8.1	1. Current placement statement _____ (date).	
8.1	2. Category agrees with census.	
8.2	3. Statement signed by parent.	
8.2	4. Statement in primary language or interpreter documented.	

Step	Item	Finding
8.11	5. Current semester progress report submitted to parent.	
8.11	6. Report indicates educational progress.	
8.12	7. Hearing screening conducted subsequent to July 1981 with follow-up.	
	C. IEP	
9.1	1. Current IEP _____ (date).	
9.1	2. Previous IEP not more than 13 months prior.	
9.1	3. Indication that previous objectives were accomplished.	
9.2	4. If current IEP was first IEP for student, services began after development of such IEP. Entry date _____.	
9.3	5. IEP meeting included representative of public agency (other than teacher), teacher, parent, and private school representative if applicable.	
	Content of IEP:	
9.4	6. Present level of educational performance.	
	7. Goals.	
	8. Short-term objectives.	
	9. Specific special education services.	
	10. Related services.	
	11. Extent of regular participation.	
	12. Date for initiation of services.	
	13. Anticipated duration.	
	14. Objective criteria for evaluation.	
9.5	15. Goals and objectives for related services.	

STUDENT SELECTED FOR CLASSROOM OBSERVATION [ ] YES — See Schedule D
[ ] NO

_____
Monitor

Student's School _____ Student's Teacher _____

COMMENTS:

REVIEW OF STUDENT FILE – SPH

SCHEDULE C

CENSUS OR I.D. # _____ STUDENT INITIALS _____ CENSUS CATEGORY _____

Step	Item	Finding
	A. EVALUATION	
7.1	1. Current evaluation _____ (date).	
7.4	2. Parental consent obtained on _____ (date).	
7.8	3. Evaluative data submitted by teacher or specialist other than primary evaluator.	
7.9	4. For student whose language is other than English, evaluator fluent in primary language, interpreter, or test instruments which do not stress spoken language used.	
	Evaluation data includes:	
7.10	5. Current audiometric screening.	
	6. Academic history and classroom functioning.	
	7. Assessment of functional communication skills.	
	8. Assessment of speech problem.	
	9. Assessment administered by _____.	
	10-15. (Unused Steps)	
	16. Evaluation supports category.	
	B. PLACEMENT	
8.1	1. Current placement statement _____ (date).	
8.1	2. Category agrees with census.	
8.2	3. Statement signed by parent.	
8.2	4. Statement in primary language or interpreter documented.	

Step	Item	Finding
8.11	5. Current semester progress report submitted to parent.	
8.11	6. Report indicates educational progress.	
8.12	7. Hearing screening conducted subsequent to July 1981 with follow-up.	
	C. IEP	
9.1	1. Current IEP _____ (date).	
9.1	2. Previous IEP not more than 13 months prior.	
9.1	3. Indication that previous objectives were accomplished.	
9.2	4. If current IEP was first IEP for student, services began after development of such IEP. Entry date _____.	
9.3	5. IEP meeting included representative of public agency (other than teacher), teacher, parent, and private school representative if applicable.	
	Content of IEP:	
9.4	6. Present level of educational performance.	
	7. Goals.	
	8. Short-term objectives.	
	9. Specific special education services.	
	10. Related services.	
	11. Extent of regular participation.	
	12. Date for initiation of services.	
	13. Anticipated duration.	
	14. Objective criteria for evaluation.	
9.5	15. Goals and objectives for related services.	

STUDENT SELECTED FOR CLASSROOM OBSERVATION [ ] YES – See Schedule D
[ ] NO

_____
Monitor

Student's School _____ Student's Teacher _____

COMMENTS:

REVIEW OF STUDENT FILE – HBD

SCHEDULE C

CENSUS OR I.D. # _____ STUDENT INITIALS _____ CENSUS CATEGORY _____

Step	Item	Finding
	A. EVALUATION	
7.1	1. Current evaluation _____ (date).	
7.4	2. Parental consent obtained on _____ (date).	
7.8	3. Evaluative data submitted by teacher or specialist other than primary evaluator.	
7.9	4. For student whose language is other than English, evaluator fluent in primary language, interpreter, or test instruments which do not stress spoken language used.	
	Evaluation data includes:	
7.11	5. Certification of non-attendance for 3 months.	
	6. Assessment of educational level.	
	7. Specialized evaluation if applicable.	
	8. Medical certification by _____.	
	9-15. (Unused Steps)	
7.20	16. Evaluation supports category.	
	B. PLACEMENT	
8.1	1. Current placement statement _____ (date).	
8.1	2. Category agrees with census.	
8.2	3. Statement signed by parent.	
8.2	4. Statement in primary language or interpreter documented.	
8.11	5. Current semester progress report submitted to parent.	
8.11	6. Report indicates educational progress.	
8.12	7. Hearing screening conducted subsequent to July 1981 with follow-up.	
	C. IEP	
9.1	1. Current IEP _____ (date).	
9.1	2. Previous IEP not more than 13 months prior.	
9.1	3. Indication that previous objectives were accomplished.	
9.2	4. If current IEP was first IEP for student, services began after development of such IEP. Entry date _____.	
9.3	5. IEP meeting included representative of public agency (other than teacher), teacher, parent, and private school representative if applicable.	
	Content of IEP:	
9.4	6. Present level of educational performance.	
	7. Goals.	
	8. Short-term objectives.	
	9. Specific special education services.	
	10. Related services.	
	11. Extent of regular participation.	
	12. Date for initiation of services.	
	13. Anticipated duration.	
	14. Objective criteria for evaluation.	
9.5	15. Goals and objectives for related services.	

STUDENT SELECTED FOR CLASSROOM OBSERVATION [ ] YES – See Schedule D
[ ] NO

_____
Monitor

Student's School _____ Student's Teacher _____

COMMENTS:

REVIEW OF STUDENT FILE – VH, PH, MH

SCHEDULE C

CENSUS OR I.D. # _____ STUDENT INITIALS _____ CENSUS CATEGORY _____

Step	Item	Finding
	A. EVALUATION	
7.1	1. Current evaluation _____ (date).	
7.4	2. Parental consent obtained on _____ (date).	
7.8	3. Evaluative data submitted by teacher or specialist other than primary evaluator.	
7.9	4. For student whose language is other than English, evaluator fluent in primary language, interpreter, or test instruments which do not stress spoken language used.	
	Evaluation data includes:	
7.12	5. Reason for referral.	
	6. Educational history.	
	7. Determination of educational disadvantage.	
	8. Developmental/medical history	
	9. If other than English, adaptive behavior.	
	10. Types of tests.	
	11. Goals and objectives.	
	12. Vision screening with follow-up.	
	13. Hearing screening with follow-up.	
	14. Educational evaluation.	
	15. (Unused Step)	
7.20	16. Evaluation supports category.	
7.16	17. Medical certification.	
7.16	18. Conducted by _____.	
	B. PLACEMENT	
8.1	1. Current placement statement _____ (date).	
8.1	2. Category agrees with census.	
8.2	3. Statement signed by parent.	
8.2	4. Statement in primary language or interpreter documented.	
8.11	5. Current semester progress report submitted to parent.	
8.11	6. Report indicates educational progress.	
8.12	7. Hearing screening conducted subsequent to July 1981 with follow-up.	
	C. IEP	
9.1	1. Current IEP _____ (date).	
9.1	2. Previous IEP not more than 13 months prior.	
9.1	3. Indication that previous objectives were accomplished.	
9.2	4. If current IEP was first IEP for student, services began after development of such IEP. Entry date _____.	
9.3	5. IEP meeting included representative of public agency (other than teacher), teacher, parent, and private school representative if applicable.	
	Content of IEP:	
9.4	6. Present level of educational performance.	
	7. Goals.	
	8. Short-term objectives.	
	9. Specific special education services.	
	10. Related services.	
	11. Extent of regular participation.	
	12. Date for initiation of services.	
	13. Anticipated duration.	
	14. Objective criteria for evaluation.	
9.5	15. Goals and objectives for related services.	

STUDENT SELECTED FOR CLASSROOM OBSERVATION [ ] YES – See Schedule D
[ ] NO

_____
Monitor

Student's School _____ Student's Teacher _____

COMMENTS:

SCHEDULE D

IEP OBSERVATION

Census or I.D. # _____ Student Initials _____

School _____ Teacher _____

"Each public agency must provide special education and related services to a handicapped child in accordance with an individualized education program." (300.349)
(See step 9.10)

1. Are special education services being provided in a manner described within the IEP?	Yes	No	Finding
a. Observe the child within the special classroom to verify that the special education setting provided to the child; i.e., LD resource, EH self-contained, is identical to the specific special education services listed on the IEP. Is the child's actual special education program the same as that listed on the IEP?	___	___	_____
b. Review documentation within the classroom such as progress reports, lesson plans, work samples, or other records to verify the implementation of any of the goals and objectives listed on the IEP. Is there documentation supporting that the goals and objectives are being implemented?	___	___	_____
c. Talk to the child if possible, to discuss the special education school activities completed, those enjoyed most and least, areas of additional needed assistance, etc. Do the activities and areas mentioned by the child show similarity to the current levels of performance, goals, and objectives on the IEP?	___	___	_____
d. Compare any specialized equipment or material listed as needed or used on the child's IEP to that actually available to the teacher. Is there evidence that this equipment or material is available as listed on the IEP?	___	___	_____
e. Ask the special education teacher if there are any problems in providing the special education services as written on the IEP. From talking with the special education teacher can it be verified that the child's IEP is being implemented?	___	___	_____

Discussion of Strengths and Weaknesses:

2. Are related services being provided as specified within the IEP?	Yes	No	Finding
a. Observe the child within the related services environment to verify that the service actually provided is identical to that listed on the IEP. Is the actual service the same as that listed?	___	___	_____
b. Review documentation such as progress reports, lesson plans, attendance lists, work samples, or other records to verify the implementation of the related service listed on the IEP. Is there documentation supporting the provision of the related service and for the amount of time listed on the IEP?	___	___	_____
c. Talk to the child if possible, to discuss the related service received, the parts enjoyed most and least, areas of additional needed assistance, etc. Do the activities and areas mentioned by the child show similarity to information listed on the IEP and other documentation reviewed in "b" above?	___	___	_____
d. Compare any specialized equipment or material listed as needed or used on the child's IEP to that actually available to the related service provider. Is there evidence that this equipment or material is available as listed on the IEP?	___	___	_____
e. Ask the related service provider if there are any problems in providing the related service as written on the IEP. From talking with this person, can it be verified that the child's IEP is being implemented as written?	___	___	_____

Discussion of Strengths and Weaknesses:

3. Is the extent of participation in general education consistent with the specifications of the IEP?	Yes	No	Finding
a. Talk to the child if possible, to verify the amount of time spent in various classes or activities during the school day. Do the times mentioned by the child compare favorably with those listed on the IEP under time in the regular class?	___	___	_____

		Yes	No	Finding
b.	Ask the classroom and special education teachers about any problems in implementing the IEP as written. From talking with the teachers, can it be verified that the child is receiving the amount of time in the regular and special classrooms as written?	___	___	___

Discussion of Strengths and Weaknesses:

Step	4.	Teacher Interview Questions	Finding
4.2	a.	What is the current pupil/teacher and pupil/staff ratio in your classroom?	
1.4	b.	Do you feel the district has adequate procedures for ensuring that only authorized persons have access to confidential student records?	
1.13	c.	What training or in-service have you received regarding confidentiality of information?	
3.2	d.	Are any of the students on your classroom list from a different attendance area in your district?	
		1) Are the programs and services provided this child in settings as close as possible to the neighborhood school?	
		2) What opportunity is there for participation with non-handicapped children?	
		3) How were these considerations documented during the placement conference?	

CENSUS # _____

SCHEDULE E
(COMPOSITE)

Questionnaires Sent _____

Questionnaires Returned _____

DIRECTIONS: Please place a checkmark (✓) in the box to the right of each statement which most accurately reflects your opinion. After completing this questionnaire, please use the self-addressed stamped envelope to return it to the Arizona Department of Education.

STEP	STATEMENT	AGREE	NOT SURE DON'T KNOW	DISAGREE	FINDING
2.2	1. The School explained why my (son/daughter) needed to be evaluated for special education services.				
8.2	2. I understood my rights when I gave permission for my child to be evaluated and placed.				
2.2	3. After going over test results and meeting with school staff, I understood why my child needed special education help.				
9.9	4. I understood the goals and objectives that were developed for my (son/daughter) to work on this year.				
1.2	5. I feel free to contact the special education staff and to inspect and review my child's records any time I have a question about my child's educational program.				
8.9 9.1	6. I would like to be more involved in my child's education.				
8.11	7. The School sends a report about my child's progress at least once each semester.				
	8. I am satisfied with the education my child is now receiving.				
	9. My child's special education class has helped (him/her) to learn and improve in school.				

Please indicate the STRENGTHS of the special education program:

Please indicate areas that need IMPROVEMENT:

Are additional special education services needed?

(OPTIONAL)

If you would like someone to contact you during the monitoring visit, please indicate your name and telephone number below. Please briefly indicate your concern.

_____ _____ _____

Name Telephone Number Convenient Time

CONCERN:

10.0 STUDENTS IN SPECIAL EDUCATION WORK EXPERIENCE PROGRAMS

10.1 A special education student enrolled in a work experience program shall (a) be sixteen years of age as of the date enrolled in the program; (b) be given a vocational evaluation; (c) have a vocational plan developed. ACRR R7-2-401(G)

Monitor

Method: 1. Obtain a list of special education students enrolled in a work experience program. Select a sample of five students.

W/P

2. Use the schedule below to review the files and enter result on items 1-3.

FOLLOW-UP ON STUDENTS IN SPECIAL EDUCATION WORK EXPERIENCE PROGRAMS

	Items	FINDINGS CENSUS NUMBERS					
10.1	1. The student is sixteen years of age as of the date enrolled in the work experience program.						
	2. A vocational evaluation was conducted which specifically assesses aptitudes, interests, and special needs in relation to job placement.						
	3. A vocational plan was developed (this may be in the student's IEP).						

LEGEND OF FINDINGS CODES

The following codes should be the only notations made in the "Findings" columns of all schedules. Please describe any unique situations, mitigating circumstances, etc. in the comments sections provided. No findings boxes should be left blank.

Indicates a compliance item was checked in accordance with a step in the monitoring guide and determined to be in compliance.

E - Indicates a compliance item was checked in accordance with a step in the monitoring guide and determined to be out of compliance. NOTE: Missing documentation resulting in an "unable to determine" situation should also be represented by an E.

N/A - Indicates the compliance question did not apply to the particular circumstances at hand and that the procedure (step) was not performed.

X - Indicates that a procedure was performed and that the result is not a compliance question. The result may constitute a management item or technical assistance opportunity. This type of finding should usually be explained in the comments section.